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ABSTRACT

The Powell River Project proposed to design a curriculum with the Canadian urban environment as a major focus, using elementary teachers as developers (ED 055 018). This progress report contains individual summaries from seven elementary teachers, outlining the process of determining the children's knowledge of self and of the world around them. Emphasis throughout the reviews is on the inventories developed regarding the children's understanding about their environment, occupations, media influences, local government, cultures, transportation, resources, geographic concepts, etc. Teacher attitudes reflect appreciation for extensive board and community support, reaffirm the need for release time for curriculum development, support the view that teachers rather than a non-teaching specialist, should develop curriculum, and indicate satisfaction with the progress of the program. An interim list of inventories is appended, indicating the topic, grade level questioned, and the teachers involved. A sample topic: "What Do Children Think They Learn From Television, Radio, and Newspapers?" The collection of inventories completed represents an adequate basis for a teacher's resource book on primary urban studies. It is felt that counsel from a publisher would be appropriate at this time. (JMB)

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PROJECT FIVE TO NINE

Powell River, B. C.

May 1972

Western Curriculum Project
on Canada Studies

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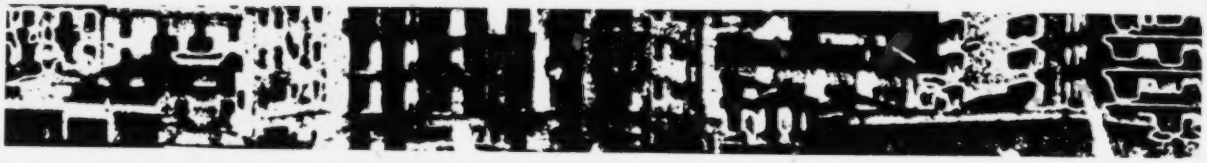
Powell River, B. C.

May, 1972

A report on the work undertaken during the 1971 - 1972 school year, with indications of the tasks to be undertaken during the year 1972-1973.



Urbanization and the Social Studies Curriculum

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SECTION 1 MAY, 1972

PROJECT FIVE TO NINE CURRICULUM DEVELOPMENT PROCESSES

During the school year 1970-1971, the Project Five to Nine Team was formed in Powell River and its programme and goals formulated as described in the booklet FIVE TO NINE: URBANIZATION AND THE SOCIAL STUDIES CURRICULUM FOR THE FIRST FOUR YEARS (K-3) OF CANADIAN SCHOOLS. It was decided that the main task for the second year was a comprehensive inventory of the skills, knowledges and attitudes of primary-age school children that relate to their urban environment and its social matrix. These findings would provide the basis for curriculum and material development during the third year.

The work of the team has revolved about the various aspects of this inventory task in three sorts of ways:

1. What is to be assessed?
2. How to assess?
3. What framework?

Firstly, decisions have had to be made by the whole team, by subgroups of team members and by individuals as to what skill, attitude and knowledge aspects were to be assessed. Secondly, it was necessary to search for efficient, relevant and appropriate ways of eliciting information being sought. Sometimes the objective suggested the procedure and occasionally the reverse was true. Thirdly, it was necessary to establish a framework within which the inventory-taking could occur. In some cases, a framework was provided by existing curricula which treat topics such as family, community, neighbourhood, etc. Otherwise, new frameworks not presently found in primary social studies curricula had to be created; for instance, a structure for studying six-year-olds' concepts of historic time and change was created. In order to obtain information, it was generally necessary to initiate activities with children on topics that promised to yield information of a particular kind. Some of these activities were fairly sharply focussed; for example, children were asked what they had learned since they were babies; they were taken to the site of a house under construction in order to ascertain their knowledge of services to the home, etc. Other activities were of a more open-ended nature; such as Stanley King's "Design-In", the investigation of Grade One students' concept of historic time, and the investigation of children's interests through assessing their preferences for story types. These two kinds of activities were in reality only different in degree of openness, and each activity unearthed a wide variety of information -- usually too various and short-lived to be fully recorded. It seems to the team that a great deal of information has been lost through inability to capitalize upon the "flits" and "flickers" of responses that accompanied every activity. One of the skills that will need to be learned by teachers and which our team is trying hard to learn is to become adept at picking out from the welter of information that can be elicited, those strands which can become most productive through being developed into further learning experiences. These strands, or starting points, can, in skilfull teachers' hands, become the

emerging curriculum - a curriculum that is continuously renewing and growing out of the questions,the burgeoning interests and the products of the young children engaged in absorbing learning experiences which necessarily include a social component.

To a large extent, each team member has individually devised activities which seemed appropriate for her pupils, for the programmes in effect, and for the inventory-taking efforts being made by the team. There has been a constant sharing of ideas between team members, both formally at regular team meetings, and informally when sub-groups have met (the kindergarten teachers, for instance) to discuss and plan their part of the Project. Ideas have emerged also from reading existing research, from discussions with Dr. Milburn, from workshops such as that given by Dr. Hymes on the education of young children, from film, from university courses attended by team members - including the course given by Dean Scarfe in England in the summer of 1971, from other teachers and from children. Efforts have been made to obtain and maintain a balance between those inventory activities assessing cognitive dimensions and those assessing effective dimensions. The separation of these elements out of an activity has proven difficult and has been undertaken only for the purposes of the Project. Another device for coordinating the team's efforts has been to constantly refer to the Doxiadas grid (see Appendix 1). An effort has been made to elicit information within each of the elements of the urban environment contained in the grid. This has not been done slavishly as this would have distorted the inventory-taking process, but omissions from the grid have been noted and thought given to what these imply.

In a sense, the project team has been engaged in devising curriculum in Primary Social Studies as a necessary procedure for eliciting the information we have sought. This has been both a difficulty and a strength associated with our work as have most of the matters we would now wish to explain without differentiating too precisely.

All our project team is engaged in full-time classroom teaching and each member is completely responsible for a class of primary-age pupils. Until we had the good fortune to acquire assistance under the Local Initiatives Programme (from March 1st to May 31st) each teacher had to carry out her tasks as a project member without help other than that which could be obtained from parents and friends. This has led to the involvement of the community in the Project in many different ways. Policemen, firemen, doctors, super-market personnel, radio and newspaper personnel, storekeepers, garage operators, municipal and School Board Office workers, telephone company personnel, paper mill employees and many others including many parents have been involved in a multitude of ways and have, without exception, been cooperative and interested in the activities of the team. For example, one teacher provided her children with outlines of excursions to places of interest in the Municipality. Parents were asked to take their children on these excursions, take film and help their children respond to various questions. Another example - Grade One children doing a 'block' study interviewed every householder on the block and studied the

building of a house on the block, discussing details with the builders. Another teacher had parents and grandparents visit the classroom to tell what sorts of things they did as children as part of an inventory to ascertain children's interest in and capability of understanding change over time.

It has generally been difficult to persuade team members to use the release time (five school days each year) as they do not wish to miss their class, but prefer, instead, to meet out of school hours. Finding time to read, formulate detailed plans and report on activities has proved difficult under such conditions. On the other hand, the active involvement of children and teachers in activities in and out of the classroom has produced materials and results that may not have resulted from a more theoretical and academic approach.

Throughout the inventory-taking process, although some structuring was required, there has been a deliberate attempt to maintain an open mind and to avoid those curriculum structures and basic assumptions which govern existing primary social studies curricula. The variations from school to school of student background, and in the dispositions of individual team members, have produced a wide ranging overview of children's social learnings. For these reasons it is unfair at this point to generalize for the team as a whole. Rather, it is felt that the individual team members reports which follow provide the best insights into the work of Project Five to Nine to date.

REPORT BY MURIEL CARRIERE

As a result of being engaged during the 1971-1972 school year as a team member of Project Canada West, Sub-Project Five to Nine, I have had the opportunity to work with kindergarten children who come from home environments which have been beneficial to the types of topics we have undertaken. I say this at the outset of my report because other kindergarten teachers might be of the opinion that these endeavours are too difficult for their children.

Furthermore, in all the activities I have adopted, uppermost in my thoughts was the prime aim that the children would be furnished with a good basis for their social education so that the areas of study they undertake in Year One will be more meaningful.

Our programme began with self-awareness development followed by expanded awareness into the likes and differences of people, families, and their activities. This likes and differences theme was then carried further by visiting another kindergarten in our District to see if the children could discover similarities and differences between our classrooms and schools.

Then, to widen the scope for comparisons, we visited another community in the District in order to see likes and differences between schools and neighbourhoods.

These field trips away from our school encompassed an initial awareness of important land marks, buildings and points of interest in our community so that the children could become familiar with basic mapping skills as well as explore new places to widen their area of experience. Our field trips have all, except one, been done in small groups with parents driving because I firmly believe in early parental involvement in the child's education.

In order to discover the knowledge kindergarten children have of urban environments, my Project Canada West helper undertook an inventory in our school, and another one which has a different socio-economic background. Much 'raw' material has been gathered, as well as being put into graph form, from which conclusions can be made about the kindergarten to grade three child's awareness of this topic.

By questionnaires and further inventories, we have discovered the extent of mobility of these children and their reasons for visiting the city. Also, Mr. Stanley King has worked with these children in a video-taped session with older children to see how involved they could be with a developing urban environment.

Certain of these topics would have to be adapted for the type of children in the kindergarten classes. It has been obvious that the family can be dealt with by kindergarten children so that in Year One more advanced topics can be introduced. Once the child has developed a good self-concept, he is all ready for wider experiences in the social education fields. An interesting self-discovery

approach with child involvement can be the basis for success with the foregoing topics in kindergarten.

As a result of the topics dealt with for Project Five to Nine by our kindergarten class, these materials have been developed during the 1971-1972 school term. Certain of these materials have been accomplished with the assistance of our school aide and our Project Five to Nine Local Initiative helper.

SELF-AWARENESS

The production of a SPECIAL ME booklet consisting of thirteen pages which took thirteen sessions to complete for a Christmas present for the parents. The filmstrip set ABOUT ME and B.C. Tel film entitled LEARNING TO USE YOUR SENSES were useful for this topic. The film, YOUR FIRST SIX YEARS, resulted in Inventory A. We also have graphs showing our birthdates and heights.

LIKES AND DIFFERENCES

This was introduced by using the Coronet film, PEOPLE ARE ALIKE AND DIFFERENT. We produced two booklets: PEOPLE ARE ALIKE and PEOPLE ARE DIFFERENT, charts comparing children in the classroom, and a chart listing likes and differences between our kindergarten and another. As well, this topic was dealt with by discussing another culture.

FAMILY

A booklet, PEOPLE LIVE IN FAMILIES, was prepared from family pictures which the children brought. The children drew pictures of their families for inventory purposes to see if they knew the proper composition of their family. This was followed by two further inventories and activities. One inventory discusses our study of Mother.

We followed a similar study of Father's Roles which had been undertaken by the Year One children, to see how well kindergarten children would relate to this subject. We made a collection of things Dad uses at work, and were able to incorporate some of these into a booklet entitled DAD WORKS. It is hoped that this and another booklet, MY DAD, will be used by the children next year for graphing purposes. A group of Year One boys were able to prepare a graph of WHAT DAD DOES. Further discussion of our work about Father can be found in our inventory.

SCHOOL

The school is a familiar environment for the kindergarten child and was chosen as a good preliminary to the Year One block study projects. Through studying our school we were also able to undertake basic mapping skills and learn the basic government within

a school. In our classroom, we now have a model of our school which we use in order to find our way around the school when we go outside the kindergarten classroom. Our inventory outlines the measuring and building techniques we developed for this topic. Also, we can play games with this model.

MAP SKILLS

We have also produced a floor map puzzle of our Grief Point area and a plastic and durable plywood three-section map of the entire community so we can use cars, trucks, buses, airplanes and boats on it as well as build buildings on the map. As well, a plastic stencil of our community and of Canada has been prepared. These will be painted on the school playgrounds: our community on the primary blacktop and Canada on the intermediate blacktop. We have acquired a set of games prepared by secondary school students to use with the map of Canada.

Also, we coloured important spots on a municipal tourist map and used the map to follow our field trip to another community.

FIELD TRIPS

In order to widen our experiences we have taken the following field trips. We visited the Powell River Library and Cenotaph to coincide with Rememberance Day and our initiation to our own school library facilities followed. Then, our next trip was made to the newest firehall which is also used as the office for the fire chief and other officials.

The only trip we took which utilized the school bus was to visit another kindergarten, J.C. Hill Elementary School Kindergarten.

In order to locate many important places in our municipality, we travelled across our community and visited James Thomson Elementary School. As well, to coincide with Anti-Litter Week and our study of pollution, we stopped and visited the new sewerage treatment plant, the municipal garbage incinerator and a 'recycling depot'. It was for this trip we used our maps.

We visited a farm to see Animal Families and compared the country environment to our town atmosphere. Then we proceeded to a beach for lunch and play, and were able to observe a logging truck dump its load at the sorting ground, see the sorted logs put into the log pond, and observe the boom boat push logs around to make booms. This seemed fitting because we found on our graph that most dads worked at the mill and the children realized a good supply of logs and water was necessary for a pulp mill town.

Other materials which have resulted from our field trips are a tape on which the children discuss their trip, letters for parents so they will understand their duties as a field trip driver and group supervisor, thank-you booklets from schools we visited,

thank-you notes to people visited, booklets about another kindergarten which we hope the children will be able to read next year in Year One, booklets and murals about the places we have visited, a movie film and the narration which was done by the kindergarten children, and slides which we hope to prepare as a filmstrip.

The children have shown that, at the kindergarten level, a variety of materials can be developed as a result of the social education in which they are involved.

PERSONAL OBSERVATIONS

As a wife, mother and teacher, I began to feel this winter that Project Canada West was going to have to be dropped because it was becoming too time-consuming. In fact, I feel that without our Local Initiatives grant and the helpers we were able to acquire, Project Five to Nine would have collapsed! Even so, having a full-time assistant, many days were taken up with at least an hour conferring and organizing work with the helper.

Certainly the satisfaction received from meeting other educators from the four western provinces, seeing the tremendous growth of awareness in my five-and-six-year-old students, receiving such fine parental cooperation, and the praise and encouragement received from these parents, - plus the loving support of my husband - far outweighs the hours spent working on the Project. Otherwise, why else would I be sitting in my classroom at 5:35 p.m. on a beautiful sunny May 25th, knowing that the only other person still working in the building is the custodian?

REPORT BY FLORENCE PADGETT

As a result of being engaged in the 1971-1972 school year on Project Five to Nine, working mainly with a group of thirty Kindergarten children, I have been trying to find out more in the following areas:

1. ways of inducing growth in moral judgments and democratic understanding,
2. ways of increasing feelings of self-worth (a good self-image) and subsequently a feeling for the worth of others,
3. some of the specific fields of interest and levels of ability of this age group, and
4. the usefulness and validity of using children's drawings to determine attitudes and feelings regarding themselves and their families and also for eliciting other areas of information.

In the first area, Piaget's The Moral Judgment of Children was used somewhat as a guide. Authoritarian rules were limited to those set for the school as a whole and to those needed to ensure safety. Situations were devised or allowed to develop in which the children were encouraged to find satisfactory ways of solving their differences, with appeals to authority (teacher) being made only as a last resort. Freedom to experiment with different ways of settling problems and conflicts, together with simple discussions as to the value of different methods and the need to have some mutually agreed-upon rules seem to have given most of the children some confidence in their ability to govern themselves and to have made them more aware of the rights of others. Progress in this area is difficult to assess, but a measure of the degree of growth was indicated when, in March, a new boy was admitted who reacted to the stress of adjusting to the group with behaviour such as cheating at games, not taking turns, interrupting or interfering, and refusing to put away things he had used. Most of the children decided on their own to exclude him when he would not follow the rules, or else to go to some other activity if he refused to leave. Several tried to help him learn to put things away, but were quick to recognize his unfairness if he left the job for them to finish. His adjustment and acceptance were made easier as both the children and he himself came to recognize that it was not he, but his behaviour, that was not liked.

In the second area of developing a feeling of self-worth, it seemed necessary to give the children many opportunities to feel that what they were and what they did were acceptable and worthwhile. I tried to ensure that each day provided at least one opportunity for each child to attempt one new activity, to learn that mistakes provide a way of learning, and to experience success. In a large class with several children having emotional difficulties, this has often been difficult to assure and progress has often seemed rather uneven, but I feel that all the children show indications of increasing confidence, and acceptance and understanding of themselves and of their classmates.

Since it sometimes has seemed that curricula have been developed on assumptions which may not be true of children's interests and levels of ability, I have tried to determine, in the third area, some of their specific interests through the stories they like; and also what interest and ability kindergarten children have in map-reading. By questioning them individually about their favourite books and stories, there appeared to be a preference for ones with characters having emotional experience with which the children could identify -- whether human, animal or machinery.

In map-reading, the children became very interested in locating their school and homes and near-by streets on a large scale map of the immediate school area after being taken on observation walks and rides. They were then able to transfer the skills and concepts thus learned to a smaller scale aerial photograph of a much larger area surrounding their school and home area.

Regarding the validity of using children's drawings of their families to give indications of their attitudes and feelings regarding themselves and the members of their families, it was found in area four that when two sets of drawings done about two months apart by the same children were compared, the patterns of size and position were not consistent in many of the pairs. It therefore seemed that this is not a valid method of finding out this information.

The drawings have given other areas of information which have been useful, but I feel that more easily administered and more objective ways of obtaining such information could be devised.

PERSONAL FEELINGS ABOUT THE PROJECT

Working with Project Canada West has reinforced my belief that many teachers are concerned about the short-comings of Primary Curricula and that when given an opportunity they will willingly give time and effort towards improving the educational situation for children. Contact with the sometimes troubled, questioning, yet enthusiastic members of Project Five to Nine has been challenging and stimulating and reassuring. I am happy that curriculum planning is being approached from the children's levels of interest and abilities, and that an attempt will be made to build in flexibility to suit various types of teacher personalities and methods.

REPORT BY SHIRLEY KOLESZAR

As one of the teachers on the Project Five to Nine team, I have been involved during the 1971-1972 school year in taking a general inventory concerning the interests, attitudes, knowledges and skills of six-year-old children. Much of the information came as a result of the children's active involvement in learning experiences which centred around three main areas of study: the family, the local or suburban block, and the urban block.

The family unit was undertaken to discover the extent of children's interest in this topic, and to determine what kinds of activities they could cope with at the beginning of the school year. The class was involved in activities concerning the family as a social unit, particularly family size and composition. Following this, the class discussed if they wanted to pursue this topic and, if so, what other aspects concerning family life would be interesting to learn about. The decision to learn about father's role in the family was made by the class. Because the majority of children, boys in particular, appeared to be more interested in finding out about their father's work than in any other aspect of family life, it was decided to begin with father's role as a provider.

Each child brought something for a collection about the special thing or the special clothes Dad needs at work. During the reports which each child gave on what he brought, it became evident that many fathers had spent a great deal of time explaining their work to the child. Perhaps just this communication within the family makes the use of this approach worthwhile.

The information about father's work was recorded in several ways: the report each child gave was written in story form in a booklet illustrated by the pupils; a graph showing father's occupation was made; and, on a large map of the District made by the children, were pictures of the school and the homes of the pupils. The children drew figures of Dad which they pasted on the map to show where Dad was when he was at work.

By observing the graph and the map, the children discovered a certain pattern and were able to draw a conclusion from this pattern.

One of the fathers was invited to the school to be interviewed by the children about his day. Each pupil had a paper on which was printed the questions he wanted to ask the visitor. The majority of questions concerned his work rather than his personal interests or home life. Many pupils afterwards requested that their dads come to school to be interviewed, too.

Children were not generally interested in the family at home, however, they were curious about their parent's work outside the home. Since they particularly enjoyed those activities which involved their parents, this topic would appear to be worthwhile when starting a new year.

The study of a local environment is well-suited to mature Grade One children because it enables them to develop an understanding of our urban society while working in a familiar setting.

The initial field trip had three purposes: first, to help the children learn to carefully observe their surroundings; second, to work with pupils to classify things they did observe into several categories; and third, to discover which, if any, of these categories proved to be of enough interest to the children to stimulate further activities. Although many possibilities had been outlined by the teacher, it was decided to follow up only those in which the children indicated an interest. Following the trip, there was a class discussion to decide what kinds of things we had observed. They were divided into these categories: buildings, people, nature things, sounds, and things that men had made. From these lists of things, during a later discussion period, children chose six groups of things they wanted to learn more about, and formed a class project on the new house under construction. These groups were school, houses and yards, traffic and roads, nature, sounds, and man-made things (services). Later, another class project was added, learning about all the people on our block. These groups became involved doing many activities and they shared their findings with the class. The groups were not inflexible and many children carried on activities in several categories.

Following are some of the activities carried out during this study. A group of students studying the things in nature collected leaves, tape recorded sounds heard around the block, and drew pictures with captions describing these sounds in words. This resulted in a booklet, one of the several made in connection with the block study. As a part of the study of roads and traffic, a count was made of the traffic on each of the four streets and this was recorded in graph form, so that comparisons could readily be made. A large map of the block was made by the whole class which showed the streets, houses, school, bush area, as well as the locations of hydrants, street poles, sewers, mailboxes, etc. Boys in particular were interested in studying the houses and activities connected with the services to the block, such as electricity, telephone and mail. Children interested in studying the houses on the block looked at them with such things as colours, shapes and ages in mind, made a booklet about them, and selected the best example of what they were interested in to take a photograph. Interviews with people who live on the block were tape recorded and the information gathered was used to make a story book about our neighbours on the block. A large mural was painted of these people and their homes. Then, letters were written to thank these people. Many visits have been made to a house which is under construction. The builders have been interviewed, pictures taken by the children, and a large class diary has been produced by the class to record who is involved in building a house and why and how this is done. There is such a wide variety of things readily available for study that each child is able to find something of interest to him while at the same time he benefits from the interests of others in the class.

An intensive study of the local environment appears to be meaningful, and provides an excellent basis for a comparative study of a block in a different urban setting. To help evaluate the effectiveness of the study of the local environment, this comparative study was undertaken. During the field trip to the second block, activities such as traffic counts were taken, roads were measured, buildings sketched, land use noted, sounds recorded and movie pictures taken. This provided raw material for comparison purposes. Stories and paintings recording children's impressions and feelings about this different block and many discussions resulted from the children's discoveries. They were particularly interested in the buildings such as the hospital, the courthouse and the mill, and had very definite attitudes in favour of their own environment. Although the pupils can understand and discuss the likes and differences between these two settings, I feel that this last topic could be developed in greater depth and with better understanding during the second grade.

Some of our projects have been carried on in connection with activities going on in the kindergarten class. These have been of great value to both classes in providing a sense of continuity and fostering a better understanding between grade levels.

I have also been concerned with the development of basic skills of observation, and of gathering, analyzing, and recording information. The children have observed their local environment on numerous field trips, have become aware of shapes, sizes and colours in relation to houses and buildings on each of the blocks studied and have been required to select subjects for photographs as the result of careful observations. They have gathered information in several ways, most of which required direct involvement. Interviews, such as those with a policeman and with one of the fathers, provided such information as well as observing and counting traffic, using string to measure roads, and taping the sounds heard on an urban block. Analyzing and organizing this information was done in the form of charts such as that which compared each of the interest categories on each different block, of graphs such as that one used to analyze people's comments about their reasons for choosing to live on this block, and during many discussion periods. Children recorded information on maps about their classroom, bedroom, school, block and field trips, and they particularly enjoyed those maps which they made themselves. They made a time line using the cross-section of a fir tree sixty-two years old. They made a tape recording commentary to accompany slides which they had chosen to send to Saskatchewan to another primary class. They also made charts, drawings, booklets, murals, graphs and collections, both individually and in large groups. In this way, children will have methods available to them for carrying out more independent work in the area of social learning.

There is no doubt that the students have been affected by the activities connected with Project Canada West. There has been a definite change in their attitude towards their environment and they

respond much more readily to situations requiring judgments and opinions. Their answers indicate a much greater depth of thinking. There was no problem in fitting this programme into the classroom situation or in accomodating Local Initiatives Personnel. However, I feel that there was not enough time to really follow up some of the students' interests because there was such a lot of material to be covered. The constant flow of personnel was sometimes upsetting but the children did become quite accustomed to it. Much time was devoted to activities connected with the Project which may otherwise have been spent doing something else. However, I believe the impact on the students was generally favourable.

I have personally enjoyed being on the Project, meeting people from the other Projects, becoming involved in such a variety of activities and working with the team. As a teacher, I have become more aware of children's interests and of the ways in which they learn. I believe that the involvement of parents and community personnel is an important factor in a child's attitude and Project Canada West activities encourage this kind of contact.

The Local Initiatives Programme has also been an important factor in the success of this year's programme.

REPORT BY MARY JAMES

For the year 1971-1972, Project Five to Nine has involved my Grade One class in a range of investigations and activities geared to provide information about children's learning along three broad channels. First, to discover their interests in and knowledge of two major topics; CHANGE and FOOD. Second, to asses their attitudes towards certain members and phenomena within their community. Third, to evaluate their abilities to comprehend and utilize certain map-making, graphing, photographic and classification skills.

In an autumn study on CHANGE, an attempt was made to discover the nature of a young child's interest in and ability to understand historical things. From this study it became clear that for these children, time is a difficult dimension to comprehend and a young child's understanding of it depends upon his direct experience. Consequently, although children of this age could be said to be already acquiring some sense of chronology, the most meaningful time lines are those related to their toys and possessions, and experiences.

Later in the year, our study of FOOD provided an opportunity to measure the children's knowledge and interest in discovering "how the food which we eat arrives on our tables". Starting from a discussion point, "last night's supper", and a planned trip to a supermarket, a train of inquiry arose from the children's own questions and subsequent investigation. This included field trips to a variety of food stores, to a recycling plant and to a local farm, and many interviewing sessions, role playing and related recording activities. Eventually this study was continued at varying degrees of interest by different children in a manner that reflected their rapidly changing range of interests and differing capacities for perseverance. This child-centred study evinced the maximum interest and led to the most extended study of this year. There seemed to be little need for me to develop beforehand any sequential order for subject matter presentation and the children's questions and investigations seemed to provide a sufficiently wide range of information for an adequate class interchange of ideas and information.

In order to evaluate the children's ability to acquire and utilize certain map-making, graphing and photographic skills, there have been many opportunities to practise and consolidate these skills both in connection with the FOOD and CHANGE studies and on subsequent and relevant occasions. Observation of curriculum materials, i.e. class books, wall friezes and methods of recording information, show that these are all techniques which most of my Grade One children could understand, apply and enjoy. The children's ability to interprete information displayed on graphs and maps is recorded in inventories which were taken while these skills were being practiced.

Many of the activities arising from the class study of CHANGE and FOOD have contributed towards a collection of curriculum materials. Resulting from their interest in historical things, the children made collections of their clothing from earlier periods of their lives. They also collected old photographs, albums and news-clippings. Recordings were made of interviews with parents and a grandparent, talking about their childhood, and a collection of old songs and verses was also completed by the children. Booklets of THEN and NOW comparisons and individual children's booklets of MY GROWING UP STORY were put in the reading corner for the class to study and share. Recordings in book and pictorial form, and time lines of the children's possessions also contributed to this range of child-made materials.

Related to our study of FOOD, the class made a large wall story of their trip to Super-Valu, the supermarket, while a large book provided a record of this field trip. For their supermarket booklet, a group of children entered the route map of their trip, photographs which they had taken during the expedition and pictorial and written descriptions of their many and varied observations during their tour. This became for the class an information book on large supermarkets. Another group of children then started a map to which was pinned food labels,locating various points of food manufacture. This project was soon shared by the whole class until the finished piece of work provided their answer to their question, "Where does our food come from?" Other children working at a cooking corner compiled and tested recipes which were sampled by the class and which became the means for a related study of money. The children sold their cookies and class-made candy and used this money to replenish raw ingredients and make meaningful trips to the corner store. Different groups of children made recordings of two mothers telling how they make up their shopping lists and others undertook surveys to compile graphs illustrating the town's most popular food stores and their favourite breakfast foods and fruits or vegetables. These all contributed to their collection of curriculum materials which were produced from the main centre of interest, FOOD.

Throughout the year, by means of individual interviews conducted by my Project Five to Nine assistant, many topics, e.g. "What is Canada?", "How We Get Water?", etc., have been examined and information relevant to determining children's attitudes towards these given topics has been compiled.

Finally, as a result of the information I have gained from examining the little I have discovered of the interests, knowledge, skill acquisition and attitudes of my class, I have become far more reluctant to accept pre-conceived ideas of what others feel my Grade One class should know, or should want to know. I find the information I have gained about their present social learning has affected not only my approach to the teaching of Social Studies, but also to all other curriculum subjects. Most rewarding, the information revealed this year has contributed to my added awareness and understanding of the children I teach.

REPORT BY CLAUDIA SILVERTON

During the past year, my Grade Three class and I have been involved in an investigation of the many facets involved in a programme of 'social studies'.

In the early stages, we were mainly concerned with the setting of a topic that would be of mutual interest. One of the girls wrote a paragraph titled "My Grandfather's Ninetieth Birthday" and we were all set up, with interest aroused, to explore the possibilities offered by the topic PIONEERS. Letters were sent home enquiring about grandparents' birthplaces. These towns, etc., were placed on a large world map and coloured strings were strung from them to Powell River. Talks, interviews, pictures and letters were exchanged between the children and their grandparents. The children were very interested in learning about ways of living, communication and transportation of their grandparents' era. It helped them to know and appreciate the past and their present. The children made maps, graphs, charts and booklets about the things that interested them.

Other topics were explored in this same manner throughout the year. These were ESKIMO LIFE, COMMUNITIES AND THEIR WORKERS, TRANSPORTATION AND COMMUNICATION. These topics were dealt with in a similar method as the work on PIONEERS. I have found that children are very interested in things that can be seen, heard, touched, smelled, or tasted. They like to do things - not to read or write about them. Good results were obtained when oral techniques were used. Poor results were obtained in written form unless it was producing a newspaper, etc.

Children at the Grade Three level are able to understand most things an enthusiastic, competent teacher makes available to them. The important idea is to remember that when a topic palls on either the children or the teacher, it should be dropped as soon as it is feasible.

Ways of interesting children are many and varied. For example:

films - e.g. "Using Our Telephone"
graphing - e.g. where our grandparents were born
classroom visitors - e.g. B.C. Telephone manager
field trips - e.g. post office, townsite area
class discussion, group discussions
interviews - e.g. teachers' trips at Easter
reporting to classmates, other classrooms about a trip or a film
poems, plays, stories of actual happenings, e.g. - create radio programmes
murals, pictures, models of things visited, e.g. - transportation murals
newspapers created by groups in the class
traffic counts - graphed
work on pollution, litter pick-up
aerial maps

globe work - flat maps, made our own maps, e.g. -
Powell River Service Area
made up television programmes on topics explored,
e.g. news broadcasts

The children in my class have benefitted in many and varied ways from their exposure to the Project.

Their exposure to the various adults has led them to see adults as fellows, each with his own set of rules and problems. They have become more aware of urban problems (crowding, pollution, services).

As for myself, I feel that the things that I have discovered about my class outweigh the problems I have had working with the Project.

The method we are employing to the development of our Project is one which I have long talked about as the only way in which curriculum should be developed.

REPORT BY SHARON OLSEN

During the first term, I worked on inventories dealing with children's activities in their free time. Small groups discussed their activities and graphed their results.

Using the topic of urbanization, I have tried to determine and follow the children's interest. We began with a walk around the nearest block. The children made lists, classified the items and chose what they were interested in.

A. MOVING THINGS (TRANSPORTATION)

The traffic that went past during the walk was most interesting to the children. We did a traffic study. The children were curious to know where some of the trucks were going. We chose some to see where they went. We saw a Volkswagen loaded up with salal, which the children were very interested in.

1. Salal

Then a field trip to Western Evergreen took place. Grade Ones understood very little about the use, but knew it was of economic value. Grade Three knew the use of salal but were interested in the process of bunching.

2. Firehall Visit

I found out all the children wanted to know and what they had learned from this visit, and there has been no mention of the firehall since.

3. Museum

The children wanted to see more old things, i.e. old cars. Booklets were made and oral presentations of these were shown to another class. Their interests varied.

B. ANIMALS

The children wanted to a: see some animals
b: feed animals

We visited a child's home to see fifty-one one-week old chicks. Then, we visited a farm and the children were able to feed the chickens. The children wrote a thank-you note. There were difficulties because of the weather. I had hoped to do this before Easter and buy eggs, which the children could dye and cook at school.

C. BROKEN GLASS

Why was it there? They knew it would hurt animals, people and tires. Other alternatives: five children knew about the recycling plant.

1. We visited the recycling plant. (A few of the children had never been to the area so this was a 'real' trip in their minds.) We used maps to check off the route. We brought our own stuff to be recycled and prepared it, i.e. took lids off the cans, etc.

2. Visit to the Incinerator

   There was lots of sound and action.

3. A parent came to talk about what she does in her home as far as sorting her garbage. The children wrote out questions to ask her. (Very interested because her mother ran the local candy store.)

4. The whole school became involved and began to collect things to be recycled. This was very successful.

D. MAIL BOX

Walked to the one on the corner and interviewed the mailman (1:20 pick-up). The children were not too interested but liked his bag to put the letters in. They never mentioned again that they would like to know more about the post office. I decided there was no reason to continue in this area.

E. STORES

We visited the local store on the corner. The children knew that this store existed for quick shopping trips. We bought some jello for a school treat at lunch.

We had a field trip to the Plaza which we compared department stores to specialty shops. The children made murals of these stores and filled in what the stores sold. There was a story read to the school children on department stores.

F. GARDENS

The children were interested in gardening. We bought seeds but had very bad luck with the weather. We planted some indoors but it would have been better outside.

G. NATURE

a. The children noticed many different plants on the walk and were curious about their names. The first walk was on a nearby trail. Miss Mantoani helped label and identify the children's samples.

b. The class went on a hike down the new Nature Trail and picnicked on the way. They constantly re-used information learned above.

BY DOING THESE THINGS WITH MY GRADE ONE CLASS:

taking walks
making lists
classifying
making graphs of traffic, favourite activities, sports, t.v.
interviewing - Mrs. Harrison, mailman, recycling, parent who raises chicks, farmer
taking field trips
making booklets, stories, murals, models, pictures, filmstrips
using instamatic cameras
using wall maps
using the globe
playing games with maps
developing ideas for puzzles
taking surveys - traffic
making inventories - individual questioning by aide
using telephones - tape recorded conversations

I HAVE FOUND THAT:

1. Graphs were useful with this age group.
2. Maps were useful only with a definite purpose in mind. Otherwise, the map and globe were ignored. Old maps were referred to with the original purpose still in mind.
3. There appears to be great differences in the activities of boys and girls, especially during the winter.
4. Telephones were a good evaluator of the children's interest in an activity.
5. Children aged six and seven have some difficulty sustaining interest in a specific area in a regimented schedule.
6. Field trips were exciting for the children and after their initial questions were answered, they seemed willing to drop the subject. A few children would continue activities on their own.

AFFECT OF WORKING ON THE PROJECT:

I have increased my own awareness of children's learning abilities and interests. The class also enjoyed the varied activities. Working to develop curriculum in this manner is very time-consuming for the classroom teacher, but also more rewarding. Communication among team members could be improved. Many thanks to the Local Initiatives members for their cooperation.

REPORT BY ROSEMARIE WILLIAMS

During the past year, I have been working with my group of six-and-seven-year-olds to determine what knowledge, skills and interests they actually have in contrast to what we assume or expect them to have. Inventory work has been based on these general areas of content:

family
neighbourhood
animals
plants
weather

using as points of departure field trips, filmstrips, films, picture sets, books, personal observations and discussions.

There has been considerable discussion between the students with the teacher listening. The children's immaturity showed up in the discussion because each had to have his say, regardless whether the same point had been covered or not. Following discussion, my task was to organize ideas, or to organize and group pictures for display or for class books.

The major inventory carried out under my direction was an assessment of the Social Studies vocabulary of young children. Since words frequently used in Social Studies also happen to be generally high frequency words in everyday use, the word list was based upon standard vocabulary lists, such as the Thorndike, for primary-age children. Some modification to standard word lists was necessary, excluding such words as volcano, and substituting everyday words related to their urban environment. After a pilot study, a final word list was adopted and presented to a large sample of children throughout the District. I was fortunate to have the services of a Local Initiatives Programme helper. This helper did all the leg work and collected all the data, ensuring that we had a standard procedure.

My observation throughout the year confirms that young children need many concrete experiences, followed by discussion and varied activities that will help the child to record, organize, relate and conclude. It was repeatedly demonstrated that the child has one idea at a time, or several in succession, but NOT concurrently and thus cannot assimilate various ideas and reach a conclusion or generalization or see cause and effect. This behaviour is more characteristic of kindergarten children, and I mentioned earlier, my class this year has been very immature. I have found that this primary group is not too interested in topics such as family, community or government. They are more interested in animals and their physical environment.

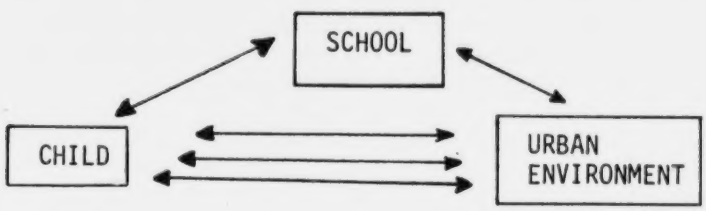
I feel privileged to have worked with a very sincere team -- teachers, project administrators and resource people. All have stimulated me to stretch out and explore beyond what I normally do. Our group is diverse in philosophy and method, but we all function together in positive directions. Our team leaders have been supportive, provided coherence, but have also been open to suggestion. I look forward to a continuing association with Project Five to Nine.

The individual reports indicate some areas of generality, but they also demonstrate a wide range of approaches to urban studies. Some teachers have used existing course content which is not necessarily 'urban studies' in order to find leads into studies of the urban environment. When the concern is for process, actual course content is not critical. In other cases aspects of the urban environment have provided the focus for the inventories. The variation in approach is significant. If a curriculum is to be developed, it must have built into it the kind of flexibility that will allow its adoption by different students, and by teachers of varying philosophy and teaching style.

It has long been recognized that teachers in practice create curriculum. In fact, it is almost impossible for them to do otherwise when all that is provided for their guidance is suggested content. In consequence, we believe it to be inefficient and inappropriate to construct, in isolation from the classroom, a single curriculum model and a single style of development of that model. Recent changes in education suggest that in the future there will be a growing diversity of social settings, philosophies of education and the practises they generate. We believe, however, that we may usefully be able to suggest exemplifying models of curriculum that may meet these diversities, or at least approximate sufficiently to many of them.

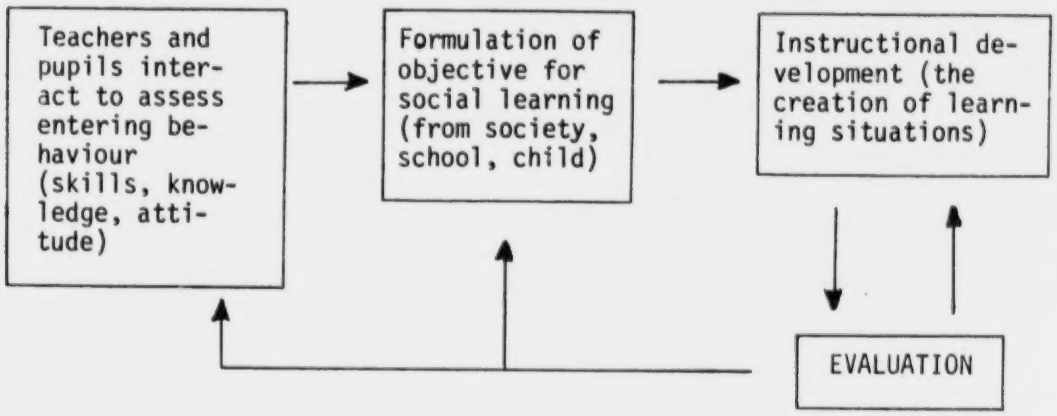
We would want to suggest that three models, each based on Aoki's ideas of what constitutes curriculum, can be used to illustrate major segments of the spectrum of philosophy of primary education. Underlying each of these three models is the idea of curricula sequence which has occurred to us as a result of our inventory-taking activities. We wish to develop the idea of a curricula sequence, and within it, pick out three main models of development so that teachers of primary social studies in Canadian urban settings might be able to select a mode compatible with their philosophy and teaching practices.

The over-arching mode of creating social learning situations can be illustrated as follows:



The child is seen to be central with the school cast in a facilitating role, strengthening the interaction between the child and his environment. Sometimes, this will result from direct experience, and sometimes by the school bridging the gap, i.e. by bringing the urban environment into the classroom, or by the school making some of the unknowns comprehensible to the child.

The way in which the teaching process operates and one which represents the kind of procedures we are using can be shown diagramatically as follows:


Teachers and pupils interact to assess entering behaviour (skills, knowledge, attitude)
Formulation of objective for social learning (from society, school, child)
Instructional development (the creation of learning situations)
EVALUATION

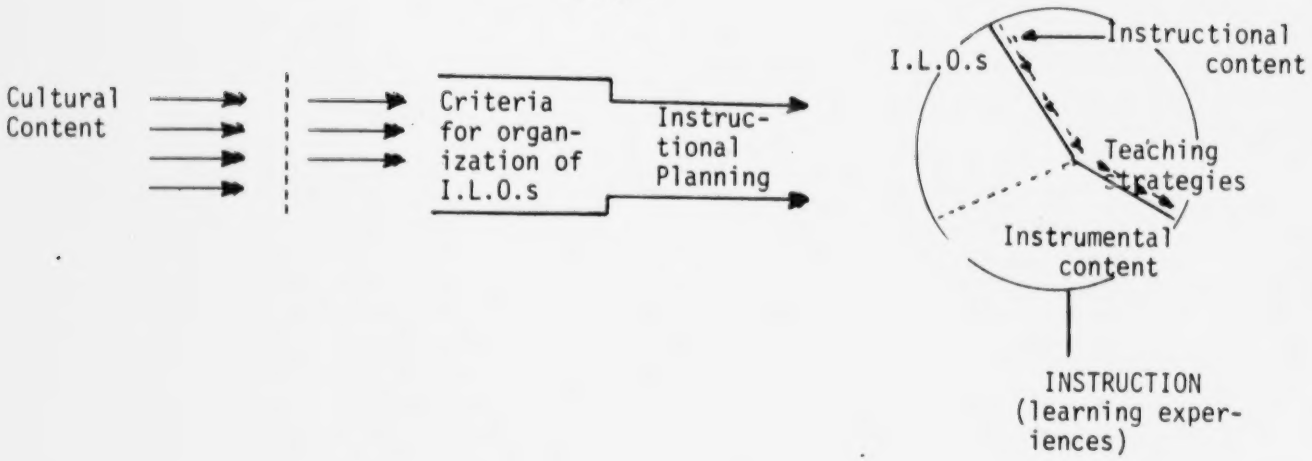
We suggest that it is most appropriate to consider social education in broad contexts; for instance, as it is being studied by a curriculum committee for the Ontario Ministry of Education under the title 'Social and Environmental Studies'. As a result of inventory-taking, we hope to make useful suggestions about the 'components' of such broad areas under the three approaches to curriculum which we describe as Models A, B and C. These 'components' will be spelled out in terms of procedures, and methods of evaluation. Taba[1] has stated the rationale for this approach with regard to teaching strategies in curriculum innovation:

> Unless teaching methods consistent with the innovative curriculum are used in the classroom, that curriculum becomes diluted, misused and ineffectual. The most important observation that can be made from the data collected in this study is the centrality and power of the teacher's role in initiating cognitive operations and determining which kinds are open to students. From that follows the importance of implementing curriculum innovations that focus on behavioural objectives by making adequate teaching strategies available to teachers.[1]

We intend to suggest 'adequate teaching strategies' for the three models which we are to develop. These strategies are the products of the Five to Nine team's efforts over two years.

The AOKI curriculum development system can be summarized as an instructional system as follows:

1. Hilda Taba, Teaching Strategies and Cognitive Functioning in Elementary School Children. San Francisco State College, Cooperative Research Project No. 2404, U.S.O.E., February, 1966.



This system will provide the foundation for each of our three sub-models.

MODEL A Based on the philosophy and practices of the grade system, in which there is formally presented a sequence of predetermined curriculum content in a single teacher, self-contained classroom setting.

MODEL B Based on the philosophy and developing practices of the non-graded system, in which curriculum content, though largely pre-determined, is packaged in smaller amounts (in a levels sequence) and in which there may be a degree of integration of subjects with some team-teaching and in which project activities are organized.

MODEL C Based on the philosophy and developing practices of the 'open classroom'. In this 'child-centred' setting the curriculum content and teaching strategies are seen as emerging from starting points of children's interests. The 'open classroom' is seen as accommodating multi-age groups pursuing activities in an integrated day and using the local environment in an extensive way.

SECTION 2

MATERIALS PRODUCED

Since September, 1971, the focus of Project Five to Nine activities has been the inventory. There has been no deliberate attempt to produce materials, although some materials have emerged as a consequence of finding out what children know. Before children can respond to some aspect of the urban environment, there has to be some referent -- either the urban environment itself, a visual representation, a cartoon, another person, or some audible referent. The inventory-taking process, therefore, has involved the preparation and use of some materials by the teachers concerned. Further, pupil responses to inventory-taking activities have sometimes been in a material form -- pictures, drawings, graphs, models, tapes, maps and written material. Some of this material could be used directly by other students across Canada, but certain items, because of their very specific nature, would have very limited use outside Powell River. However, all material which is child-produced provides exemplars of the types of material which children can comprehend and use. This knowledge will guide us in the production phase as we seek to find material of more universal application.

For example, large scale maps suitable for primary education are not readily available, so we faced the problem of producing them ourselves. Generally, this was accomplished by projecting an image of the map only large sheets of paper and drawing over the image. Another problem was to produce a map so large that the children could walk around it and get a feeling for direction and distance. We have been able to produce maps on plastic sheets and to perforate outlines of streets, etc., with a wood-burning tool. This sheet can then be placed on a floor or the playground and spray paint used to obtain an outline. The plastic sheet can be used over and over again. Sheets produced by the Five to Nine team are being used to put twenty-foot long maps of Canada and of the local community on each school playground.

The inventory itself is the prime product of the 1971-1972 year. To date, some one hundred thirty-six inventories have been completed and a few others are still in the data collection phase. Categorization and analysis of the inventories is not complete but some preliminary work has been undertaken. Dr. Emily Goetz of the educational psychology department at U.B.C. has kindly done a preliminary categorization, but since this involves subjective judgments, further attempts will be made by different individuals in order to increase validity.

In looking forward to the next phase, it would seem that the collection of inventories completed to date represents an adequate basis for a teacher's resource book on primary urban studies. We see the publication of such a resource manual as a priority, with possibilities for the publication of a preliminary edition by December, 1972. We would hope that the preliminary edition could be widely circulated among Canadian primary teachers, so that they could try out some of our ideas and provide the feedback for a final edition. If the feedback included samples of student-produced materials, this could provide the basis for a second type of product. Project Five to Nine

would serve as a clearing house for information and materials, and provision should be made in the very near future to solicit interest by a commercial publisher. In the production phase beginning in September, 1972, we see the guidance and technical services of a commercial publisher as crucial to the success of the Project.

AN INTERIM LIST OF INVENTORIES BY TOPIC
AS OF MAY 31, 1972

This listing is an arbitrary one. A fully categorized listing will await completion of all the outstanding inventories.

NUMBER AND TITLE	GRADE	TEACHER/HELPER
1. What can we do to make others happy?	Three	Mrs. Silverton, Mrs. Wilson
2. Do children know what Canada is? Or who the prime minister is? Or what British Columbia is? Do they know such terms as 'city', 'province', 'country'?	Three	Mrs. Silverton, Mrs. Wilson
3. How much does a child's map-making ability improve after actual experience?	Three	Mrs. Silverton, Mrs. Wilson
4. Kindergarten children's awareness of mother's role and tasks.	Kindergarten	Mrs. Carriere, Mrs. MacNeill
5. To determine if children understand the function of license plates.	Three	Mrs. Silverton, Mrs. Wilson
6. What do the terms 'poor' and 'rich' mean to children?	Three	Mrs. Silverton, Mrs. Wilson
7. Water - its sources and means of reaching houses.	Three	Mrs. Silverton, Mrs. Wilson
8. What do children think they learn from television, radio, newspapers?	Three	Mrs. Silverton, Mrs. Wilson
9. Transportation and communication - making murals and tape recordings.	Three	Mrs. Silverton, Mrs. Wilson
10. Policemen: What is a policeman for? What does a policeman do? Would you like to be a policeman?	Kindergarten	Mrs. Padgett, Mrs. Van Dyke
11. Awareness of children in kindergarten as to the number of members in their families - comparison of three inventories.	Kindergarten	Mrs. Carriere, Mrs. MacNeill
12. Things I've learned since I was born.	Kindergarten	Mrs. Padgett, Mrs. Van Dyke

NUMBER AND TITLE	GRADE	TEACHER/HELPER
13. Things I've learned since I was born.	Three	Mrs. Schramm, Mrs. Van Dyke
14. What is pollution? Is it good or bad? What causes pollution?	One	Mrs. Koleszar, Mrs. Easton, Miss Murrell
15. Is it important to communicate with other people?	Three	Mrs. Silverton, Mrs. Wilson
16. What is a block? What things do you see on a block?	One	Mrs. Koleszar, Mrs. Easton
17. What does the word 'communication' mean?	Three	Mrs. Silverton, Mrs. Wilson
18. Taped telephone conversations after a visit to a food store.	One	Mrs. James, Mrs. McGuffie
19. Trip to Worthwhile Efforts.	One	Mrs. Olsen, Miss Mantoani
20. To learn how many people in the community the children recognize as helpers; and to discover if they know who pays these helpers.	Three	Mrs. Silverton, Mrs. Wilson
21. A listing of inventory topics.	One	Mrs. James, Mrs. McGuffie
22. Attitudes towards policemen.	Three	Mrs. Silverton, Mrs. Wilson
23. Who makes laws? Who enforces laws? Why do we need laws?	Three	Mrs. Silverton, Mrs. Wilson
24. Discussion prior to a study on food.	One	Mrs. James, Mrs. McGuffie
25. Conversations of pairs of children on the telephone.	Three	Mrs. Silverton, Mrs. Wilson
26. What is St. Patrick's Day?	Kindergarten	Mrs. Burdikin, Miss Mantoani
27. What do you know about Indians? Italians? Japanese?	Kindergarten - Three	Mrs. Burdikin, Mrs. Olsen, Mrs. Chadwick, Mrs. Smith, Miss Mantoani
28. What is Canada?	Kindergarten, One, Three	Mrs. Koleszar, Miss Murrell
29. Individual inventory of knowledge of church, Sunday school, religion.	Three	Mrs. Silverton, Mrs. Wilson

NUMBER AND TITLE	GRADE	TEACHER/HELPER
30. What has mother to do when you're at school?	One	Mrs. Olsen, Miss Mantoani
31. What is a block?	Three	Mrs. Smith, Miss Mantoani
32. What does it mean to be poor?	Kinder-garten - Three	Miss Mantoani
33. Classroom games for social learning: a link.	Kinder-garten - Three	
34. Things I've learned since I was born.		
35. What is 'government'?	Kinder-garten - Three	Miss Mantoani
36. Things we've learned since we were born.	One	Mrs. Koleszar
37. What do you know about Indians?	One	Mrs. Koleszar, Mrs. Easton
38. How many things have I learned since a baby?	Kinder-garten	Mrs. Carriere
39. People I'd like to interview.	One	Mrs. Koleszar, Mrs. Easton
40. Work people do to earn money.	One	Mrs. Koleszar, Mrs. Easton
41. Children's interests as evidenced by their preferences of story content.	One	Mrs. Burdikin
42. Drawing 'My Family'.	One	Mrs. Christensen
43. Inventory of vocabulary relating to Social Studies (a preliminary note)	Kinder-garten - Three	Mrs. Williams
44. Change - a study with five-and-six-year-olds.'	One	Mrs. James
45. Problems of apartment living (comments on a cartoon from Punch).	Kinder-garten	Mrs. Carriere
46. As for number 45.	One	Mrs. Koleszar

NUMBER AND TITLE		GRADE	TEACHER/HELPER
47.	As for numbers 45 and 46.	Kinder-garten	Mrs. Carriere
48.	The most important things I have learned since a baby.	Two	Mrs. Cheshire
49.	The most important things I have learned since a baby.	One	Mrs. Beck
50.	What do you know today?	Kinder-garten	Mrs. Carriere, Mrs. MacNeill
51.	What I have learned since I was a baby.	Three	Mrs. Bennett, Mrs. MacGuffie
52.	What is 'Open House'?	One	Mrs. James, Mrs. McGuffie
53.	A visit to another kindergarten.	Kinder-garten	Mrs. Carriere, Mrs. MacNeill
54.	Where does water come from?	Three	Mrs. Bennett, Mrs. MacGuffie
55.	Pollution.	Three	Mrs. Silverton, Mrs. Wilson
56.	Open House: children's telephone conversations.	One, Two	Mrs. Olsen, Miss Mantoani
57. 58.	A list of inventories by	Kinder-	Mrs. Carriere
59.	Trip to the firehall (telephone conversations).	One, Two	Mrs. Olsen, Miss Mantoani
60.	Traffic study on our block.	One	Mrs. Koleszar, Miss Murrell
61.	A trip to Wildwood: map skills, recording observations, socialization.	Two	Mrs. Wilson, Miss Murrell
62.	The most important thing I have learned since a baby.	Two	Miss Galloway, Mrs. McGuffie
63.	Children's views on the film YOUR FIRST SIX YEARS.	One	Mrs. Koleszar
64.	Things I've learned since I was born.	Two	Mrs. Wilson
65.	Eskimo children - kindergarten children's ideas on 'alike and different' with relation to people.	Kinder-garten	Mrs. Carriere

NUMBER AND TITLE	GRADE	TEACHER/HELPER
66. An evaluation of the use of referents.	Kindergarten - Three	
67. Occupations - children's knowledge of occupations.	One	Mrs. Koleszar
68. A summary of inventory-taking in a kindergarten.	Kindergarten	Mrs. Carriere
69. Family drawings. Summary of analysis of 250 drawings.	Kindergarten - Three	Mrs. Padgett
70. Making a map of the route to school.	One	Mrs. Koleszar
71. Value judgments on buildings in Powell River.	One	Mrs. Koleszar, Mrs. Easton
72. Mapping skills: Canada.	One	Mrs. Koleszar, Mrs. Easton
73. Block study: yards.	One	Mrs. Koleszar, Mrs. Easton
74. Block study: roads and traffic.	One	Mrs. Koleszar, Mrs. Easton
75. Map skills: field trip to Powell River.	One	Mrs. Koleszar, Mrs. Easton
76. Block study: initial field trip.	One	Mrs. Koleszar, Mrs. Easton, Mrs. Van Dyke, Miss Murrell
77. Block study: houses.	One	Mrs. Koleszar, Mrs. Easton
78. What do you like to do after school?	Kindergarten	Mrs. Burdikin, Mrs. Chadwick, Miss Mantoani
79. Children's awareness of the difference between main and feeder roads.	One	Mrs. Olsen, Miss Mantoani
80. What is Canada?	Kindergarten - Three	Mrs. Olsen, Miss Mantoani
81. Questions about children's favourite television shows and what they learned from television.	One	Mrs. Olsen, Miss Mantoani
82. What is salal? Children's knowledge after visiting an evergreens packing plant.	Three	Mrs. Smith, Miss Mantoani

NUMBER AND TITLE	GRADE	TEACHER/HELPER
83. Knowledge of a map made on a class field trip.	One	Mrs. Olsen, Miss Mantoani
84. Why are there little corner stores and big stores at the shopping centres?	One	Mrs. Olsen, Miss Mantoani
85. Children's choice of Fall and Winter activities if there were no restrictions.	One	Mrs. Olsen, Miss Mantoani
86. Children's knowledge of city garbage disposal after field trip to recycling plant and incinerator.	One	Mrs. Olsen, Miss Mantoani
87. After-school activities.	One	Mrs. Olsen, Miss Mantoani
88. Children's choice of places to visit in a municipality and why.	One	Mrs. Koleszar, Miss Murrell
89. Traffic signals - community awareness.	One	Mrs. Koleszar, Miss Murrell
90. What is Canada?	Kinder-garten - Three	Mrs. James, Mrs. McGuffie
91. Graphs on a foods study.	One	Mrs. James, Mrs. McGuffie
92. Recycling - related to a foods study.	One	Mrs. James, Mrs. McGuffie
93. Map skills from a field trip.	One	Mrs. James, Mrs. McGuffie
94. What are families?	Three	Mrs. Silverton, Mrs. Wilson
95. Questions children ask about community helpers.	Three	Mrs. Silverton, Mrs. Wilson
96. Parents' observations of what their children learned from a field trip.	Kinder-garten	Mrs. Carriere, Mrs. MacNeill
97. Children's awareness of school personnel and what they do.	Kinder-garten	Mrs. Carriere, Mrs. MacNeill
98. Children's knowledge of school personnels' roles. Interviewing techniques for kindergarten.	Kinder-garten	Mrs. Carriere
99. Kindergarten children's telephone conversations technique.	Kinder-garten	Mrs. Carriere, Mrs. MacNeill

NUMBER AND TITLE		GRADE	TEACHER/HELPER
101.	Children's 'area' of experience.	One	Mrs. Koleszar, Mrs. Easton
102.	Kindergarten children's knowledge of a national holiday.	Kindergarten	Mrs. Carriere, Mrs. MacNeill
103.	Mapping skills: Canada.	One	Mrs. Koleszar, Mrs. Easton
104.	Awareness of school personnel and their work.	Two	Mrs. Wilson, Mrs. Easton
105.	Map skills: field trip to Powell River.	One	Mrs. Koleszar, Mrs. Easton
106.	Block study: roads and traffic.	One	Mrs. Koleszar, Mrs. Easton
107.	Block study: yards.	One	Mrs. Koleszar, Mrs. Easton
108.	Children's ideas of what a map is, what its uses might be.	One	Mrs. Olsen, Miss Mantoani
109.	Block study: houses.	One	Mrs. Koleszar, Mrs. Easton
110.	Recognition of names of cities.	One	Mrs. Olsen, Miss Mantoani
111.	Follow-up of number 110 by checking on interest in hockey on television.	One	Mrs. Olsen, Miss Mantoani
112.	Children's use of telephone after a film and instruction by telephone company instructors.	Two, Three	Mrs. Silverton, Mrs. Wilson
113.	School awareness: people who come to the school.	One	Mrs. Koleszar, Miss Murrell
114.	Knowledge of city water supplies.	One	Mrs. Koleszar, Miss Murrell
115.	Children's attitudes toward and concepts of poverty (middle class children).	Kindergarten -Three	Mrs. Koleszar, Mrs. Easton, Miss Murrell
116.	Communications: field trip to the post office.	Three	Mrs. Silverton, Mrs. Wilson
117.	Children's knowledge of the globe.	Three	Mrs. Silverton, Mrs. Wilson
118.	Community helpers: life-guard.	Three	Mrs. Silverton, Mrs. Wilson
119.	Recognition of racial differences.	Three	Mrs. Silverton, Mrs. Wilson
120.	Racial attitudes.	Three	Mrs. Silverton, Mrs. Wilson

NUMBER AND TITLE	GRADE	TEACHER/HELPER
121. Field trip to a chicken farm.	Three	Mrs. Silverton, Mrs. Wilson
122. Communication: field trip to B. C. Telephone office.	Three	Mrs. Silverton, Mrs. Wilson
123. Eskimos: children's knowledge of their lives.	Three	Mrs. Silverton, Mrs. Wilson
124. Laws: making, needing and enforcing laws.	Three	Mrs. Silverton, Mrs. Wilson
125. Children's memories of what they liked best on a field trip (lasting impressions).	Two	Mrs. Wilson
126. Children's capability of gathering information from a large aerial photograph.	Three	Mrs. Silverton, Mrs. Wilson
127. Communication: letter-writing and how letters go from place to place.	Three	Mrs. Silverton, Mrs. Wilson
128. What would you like to be when you grow up?	Three	Mrs. Silverton, Mrs. Wilson
129. Communications: field trip to a radio station.	Three	Mrs. Silverton, Mrs. Wilson
130. Attitudes towards policemen.	Three	Mrs. Silverton, Mrs. Wilson
131. Communications: television - children's preferences and knowledge of how television works.	Three	Mrs. Silverton, Mrs. Wilson
132. Communications: how do children understand posters?	Three	Mrs. Silverton, Mrs. Wilson
133. Children's awareness of differences in skin colour.	Three	Mrs. Silverton, Mrs. Wilson
134. Children's knowledge of Vancouver.	Three	Mrs. Silverton, Mrs. Wilson
135. Children's observations of a house under construction.	One	Mrs. Koleszar, Miss Murrell
136. Kindergarten children's telephone conversations with parents' comments.	Kindergarten	Mrs. Carriere, Mrs. MacNeill
137. Attitudes towards Negroes and Indians.	Three	Miss Sovran, Mrs. Koleszar

NUMBER AND TITLE		GRADE	TEACHER/HELPER
138.	Awareness of stories in Powell River.	One	Mrs. Koleszar
139.	Pupil knowledge and understanding of the work of house construction workers.	One	Mrs. Koleszar, Mrs. Easton
140.	Attitude retention with regard to police; of children from kindergarten to grade one.	One	Mrs. Koleszar, Mrs. Easton
141.	Field trip preparation - what do children think they will see in a city block?	One	Mrs. Koleszar, Mrs. Easton
142.	Inter-class project graphing skills - what information can kindergarten and grade one children compile and share in constructing a graph?	Kindergarten, One	Mrs. Carriere, Mrs. Koleszar
143.	Why do people wear poppies for a special day?	One	Mrs. Koleszar, Mrs. Easton
144.	Garbage disposal - What do grade one students know about it?	One	Mrs. Koleszar
145.	Telephone conversations.	One	Mrs. Koleszar
146.	A city, follow-up of inventory after Stanley King's 'draw-in'.	Kindergarten - Three	Mrs. Koleszar
147.	Children's reactions to a photograph of a high density urban area.	Kindergarten - Three	Mrs. Carriere, Mrs. MacNeill
148.	Beginning mapping skills - kindergarten.	Kindergarten	Mrs. Carriere, Mrs. MacNeill
149.	Kindergarten children's knowledge of their school environment.	Kindergarten	Mrs. Carriere, Mrs. MacNeill
150.	Attitudes towards buildings in the community.	Three	Miss Sovran, Mrs. Easton
151.	What I would like to be when I grow up, and why.	One	Mrs. Koleszar, Mrs. Easton

NUMBER AND TITLE		GRADE	TEACHER/HELPER
152.	What access do grade one children have to the telephone and what skills in its use?	One	Mrs. Koleszar, Mrs. Easton
153.	Learning to make a graph independently.	One	Mrs. Koleszar, Mrs. Easton
154.	Voting, the election process, local government, and the function of the municipal hall.	Two	Mrs. Wilson
155.	Interviewing school personnel.	Kindergarten	Mrs. Carriere, Mrs. MacNeill
156.	Interviewing resource personnel.	Kindergarten	Mrs. Carriere
157.	Children's knowledge of their area of experience.	Kindergarten	Mrs. Carriere
158.	Knowledge five-and-six-year-olds have of their fathers' work role.	Kindergarten	Mrs. Carriere, Mrs. MacNeill

SECTION 3

SUPPORT FOR PROJECT FIVE TO NINE

The Project has continued to receive encouragement and support from Powell River School Board, individual schools and the community at large. The School Board has allowed each team member five days free of classroom duties to work on the Project, and has allowed the use of the School District Resource Centre as a base of operations. When called upon, they have also provided services through their payroll and accounting department. Although the support has involved the Board in minimal cost, it has provided moral support and enabled the continuation of the Project.

From September, 1972, to June, 1973, the Board is to increase its support significantly. Mrs. Koleszar, a team member, has been given leave of absence from her normal duties so that she can act as a full-time coordinator for the Project. The Board is to pay her salary from September 1st to December 31st, 1972, with Project Canada West assuming her salary from January to June, 1973. As was mentioned in our report last year, working with a large team of full-time primary teachers in a major project such as ours has posed serious problems of articulation. With the generous contribution of the School Board, this problem can now be resolved.

During this inventory-taking year, it has been necessary to work in many classrooms in the school district; interviewing students, completing questionnaires, and trying out new approaches to urban studies. We have enjoyed full cooperation from school principals, teachers and students. What might have been regarded as a distracting activity has gone smoothly and well.

The community at large has supported our Project in many ways. Parents have been cooperative in accepting and responding to questions about their children's experience, and have helped with groups of students on field study trips. Community people, some of whom are parents, have visited classrooms to explain their roles in the community and to respond to children's questions. This face-to-face dialogue has had a significant effect on students' attitudes and ability to ask productive questions. One particular contribution worth mentioning was the help of Mr. Rose of the local B.C. Telephone Company office. He designed and constructed a portable three-way telephone system which allowed us to listen in and record dialogue between students. This was a very useful way of finding out attitudes - values of young children.

We were very fortunate in February to obtain Federal Government support for our Project in the form of a Local Initiatives Grant of $14,000.00. This enabled us to employ twelve people for three months to assist in the inventory phase. Each member of the team was given an assistant to help carry out the various classroom inventory tasks, and four other assistants were employed in the Resource Centre as a research pool. One of the assistants acted as secretary/girl Friday, and the other three were given specific research to do; namely, a survey of student community experience, and a political socialization study. This study is being carried out by Mr. Robert Wishlaw, a political science graduate.

The Local Initiatives group has worked extremely well and performed far beyond our original expectations. The mountain of work that has been completed during the last three months is a striking confirmation of this view. It is now realized that the inventory phase could not have been completed without the Federal Government grant.

The political socialization study is a major one and is fundamental to the whole Canada Studies movement. We have been fortunate to gain the support and help of the political science department at U.B.C. and through them have gained access to data via the inter-universities consortium. It will be some time before the evaluative instrument is designed and prepared for Canada-wide testing. Project Five to Nine will attempt to see this particular project continue within the limits of our financial resources.

University personnel have also helped us in our work. The contribution of the political science department at U.B.C. has already been mentioned, also the valuable help and guidance of our consultant, Dr. Dennis Milburn. More recently, Dr. Emily Goetz, after visiting Powell River to supervise student teachers, became interested in what we are doing. She has volunteered her services and spent a week checking over our inventories and offering suggestions.

In summary then, Project Five to Nine has received support from many agencies during the year. As the Project becomes more widely known, this support is increasing to the point where we can now be reasonably confident of success during the next phase.